

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2012 Teacher Exchange Program

ECA/A/S/X-12-01

Office of Global Educational Programs

Teacher Exchange Branch (ECA/A/S/X)

The POGI guidelines apply specifically to the Request for Grant Proposals (RFGP) issued by the Bureau of Educational and Cultural Affairs of the U.S. Department of State for the FY 2012 Teacher Exchange Program. Proposals must conform to the RFGP, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific guidelines and the program information supplied in the accompanying RFGP, the RFGP is to be the dominant reference.

I. STATEMENT OF WORK

Pending the availability of funds, the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State expects to enter into a Cooperative Agreement with one or more eligible organizations or consortia or other combinations of organizations to administer the FY 2012 Teacher Exchange Program. The Cooperative Agreement(s) should begin on October 1, 2011, and run through September 30, 2014.

Organizations cooperating with the Bureau will work closely with bi-national Fulbright Commissions, Public Affairs Sections (PAS) of U.S. Embassies, and other organizations to ensure that program content meets the needs of participants as well as Bureau objectives. The Bureau reserves the right to add or change participating countries based on the overall needs of the program. Other program details will be confirmed following determination by the Bureau of the funding available, at which time organization representatives will meet with Bureau program officers to finalize timelines, budgets, and other program details.

Under the terms of the Cooperative Agreement(s), the recipient(s) will be responsible for administering one, two, or all three clusters of the FY 2012 Teacher Exchange Program, which include: Cluster A: 1) the Fulbright Classroom Teacher Exchange Program and 2) the Distinguished Fulbright Awards in Teaching; Cluster B: 3) Professional Development Program for International Teachers, and 4) Professional Development Program for U.S. Teachers; and Cluster C: 5) the Educational Seminars, 6) the Intensive Summer Language Institutes, and 7) the Teachers of Critical Languages Program. See the RFGP and POGI below for further information on these components.

Pending successful implementation of these program(s) and the availability of funds in subsequent fiscal years, it is ECA's intent to renew this Cooperative Agreement(s) for a period of two additional fiscal years before openly competing it again. For the FY 2012 Cooperative Agreement(s), which this announcement covers, the cooperating organization(s) will have responsibility for activities listed below.

The cooperating organization(s) will have responsibility for program administration, which includes the following broad categories: program planning and management; participant recruitment and screening; participant placement; orientation and preparation of participants and host/mentor educators; enrichment activities; participant supervision and support services; fiscal management and budgeting; program reporting and evaluation; and alumni programming and follow-on activities. Proposals should include schedules and timelines for notifying ECA, overseas partners, and grantees of placements, travel arrangements and cross-cultural and school information in a timely manner. Programs must comply with J-1 visa regulations.

The Bureau anticipates including the following countries and approximate number of participants listed below, although applicant organizations must demonstrate flexibility in working with countries which may not be identified at the present time.

The following information pertains to the general FY 2012 Teacher Exchange Program. (Information about each specific component is provided in the section entitled "Program Specific Guidelines".)

A. Program Planning and Management

Applicant organizations should recommend strategies for administering a competition. The U.S. and international applicant pool should reflect the subjects in which the exchanges will be focused while also anticipating realistically the number of grants that will be awarded.

B. Participant Eligibility

The Bureau intends to include participants who represent the diversity of their home countries in all components of the Program. Abroad, the Bureau will give emphasis to inclusion of participants from non-elite sectors and women educators; preference will be given to those without significant U.S. or other overseas experience. Selection should be based on the teachers' and administrators' professional backgrounds, dedication to teaching, and leadership potential. U.S. and international applicants must have a minimum of five years of professional experience (except for student teachers from Turkey), hold a full-time teaching or administrator position and at least a Bachelor's degree, and be fluent in English (except for participants in certain seminars under Section III). International exchange participants are recruited and nominated by U.S. embassies and overseas Fulbright Commissions or other overseas institutional partners.

C. U.S. Publicity and Outreach

In coordination with the Branch, the cooperating organizations should publicize U.S. teacher exchange opportunities via written materials, electronic communication, social media platforms, and other means. These may include printed brochures, posters, and publicity to advertise special initiatives. The branch should review these documents before publication or distribution.

The cooperating organizations should also maintain a website with up to date program information, applications and program and alumni highlights.

In coordination with the branch, the cooperating organizations should prepare a strategy for U.S. publicity and outreach at conferences or other venues for comment and approval prior to implementation. This should include a budget for proposed conferences and staff travel costs.

D. Recruitment, Screening, and Selection

The cooperating organization(s) will be responsible for the following activities for the recruitment of teacher applicants for the 2013-2014 academic year:

- 1) Develop application forms for U.S. and international teachers (provision should be made for U.S. and international candidates to apply for the program online where possible).
- 2) Develop recruitment materials for use at U.S. Embassies abroad, including guidelines and instructions for the recruitment process, informational brochures or stock information for Embassy websites, presentation material, and other similar tools.
- 3) Receive, track, and reply to written and telephonic inquiries and requests for information or applications from U.S. teachers and school administrators. Respond to the questions of applicants about the application process, and notify applicants of missing documentation.
- 4) Review applications for technical eligibility.
- 5) Notify U.S. applicants of decisions regarding their applications.

E. Medical Reports

Cooperating organization(s) should distribute and process medical reports for selected teachers. International partners should initiate this process for their participants overseas. The grantee organizations should ensure that all forms are complete at the time of submission. The grantee organizations should then submit forms for both U.S. and international teachers to a medical reviewer to be identified by ECA/A/S/X.

F. Health Benefits and Insurance

Cooperating organization(s) must enroll participants in the Bureau's Accident and Sickness Program for Exchanges (ASPE) health benefits program and provide assistance to participants regarding medical coverage issues. The Bureau health coverage program provides limited accident and sickness, repatriation of remains, and medical evacuation insurance coverage for participants while on exchange. The Bureau will provide the cooperating organization(s) with the necessary instructions and forms for the participants

to complete prior to travel. Cooperating organizations will assist in presenting claims to the ASPE program administrator and consult with the Bureau on participant health issues that may affect successful program completion. Please note that the Bureau's health benefits program is described in the PSI.

Cooperating partners should provide insurance information for dependents and strongly encourage participants to purchase medical evacuation insurance for family members who accompany participants for any part of their exchange program.

G. Participant Orientation

1) All U.S. and international participants should receive a pre-departure information packet with detailed information concerning terms and conditions of their grants, housing, what to pack, personal budgeting considerations, and other critical issues. The material should be supplemented with additional information to be provided at a post-arrival session. Standardized orientation information and session agendas should also be prepared and made available for use by overseas institutional partners at pre-departure orientation sessions. Orientations and materials provided via webinar or online platform are encouraged in regions that can support the technology.

2) The cooperating agency should organize a group orientation session in Washington, D.C., at the beginning of each program, with the exception of the Classics Seminars. The orientations should include cross-cultural sensitivity awareness, overviews of the U.S. educational system (or of the host country educational system for U.S. educators traveling overseas), thorough discussions of the goals and objectives of the program, and meetings with staff of the Bureau of Educational and Cultural Affairs.

H. Support Services

The cooperating organization should:

- 1) Provide travel arrangements to and from the U.S., as well as domestic travel arrangements as needed, for U.S. and international participants.
- 2) Provide TOEFL vouchers, as appropriate, to teachers applying for the programs.
- 3) Disburse U.S. and international participants' and dependents' maintenance allowances.
- 4) With assistance from an accounting firm, process tax forms for international participants.
- 5) Distribute end-of-program certificates of completion to U.S. and international participants.
- 6) Facilitate arrangements for teaching certification in the U.S., when required, for the Fulbright Classroom Teacher Exchanges and for the Teachers of Critical Languages Program.

I. Participant Program Monitoring

In their proposals, the applicant institutions should:

- 1) Discuss how the participants' progress in achieving program goals and objectives will be monitored (e.g. surveys, interviews, work plans).
- 2) Describe the services they will provide to the participants.
- 3) Indicate the frequency of anticipated communication with the participants.

- 4) Discuss mechanisms to assess the quality of program activities.
- 5) Outline strategies for assigning to these tasks staff who have strong interpersonal and communication skills, cultural sensitivity, personal flexibility, and the ability to understand the needs of individual teachers in a wide range of circumstances.

J. Alumni Tracking and Follow-On Activities

Alumni activities are an important part of the Teacher Exchange Program. Alumni programming through small grants, newsletters, listservs, and electronic platforms (group sites, social networking, etc.) magnifies and extends the benefits of the program.

Applicant organizations should outline how they will organize and financially support alumni activities for FY 2012 participants as well as alumni from prior year programs. Alumni tracking is critical for the evaluation of the program and for the implementation of effective follow-on programs. Applicant organizations should describe how long-term links with alumni will be established and how contact information will be maintained through databases.

Applicants should address their social media strategy and multi-media documentation of program outcomes through text, video, photo and audio archives with permissions and privacy policy in adherence to Department policy.

All statistical information gathered and compiled by the cooperating organization(s) on the program participants and alumni should be transferable to the alumni database maintained at ECA.

K. J-Visa and Tax Requirements

The cooperating organization(s) will be responsible for designating one or more Alternate Responsible Officers under a Bureau SEVIS program number to issue DS-2019 forms to participants in this program. Forms should be sent to cooperating partners overseas at least 60 days before departure in most regions, and 90 days before departure in NEA, SCA, China, and Venezuela. Visa support for dependents will be available only for participants coming to the U.S. under the Fulbright Classroom Teacher Exchange Program and the Distinguished Fulbright Awards in Teaching Program. The cooperating organization should require that international J-1 participants purchase insurance for dependents (J-2 visa holders). Organizations cooperating with ECA will undertake all administrative work for the issuance of DS-2019 forms and updating SEVIS files. In addition, cooperating organizations must ensure that administration of these programs is in compliance with reporting and withholding regulations for Federal, state, and local taxes as applicable. Cooperating organizations should process with assistance from an accounting firm tax forms for international participants.

L. Reporting and Fiscal Management

- 1) Recipient organizations should submit quarterly financial reports and an annual program report for each program within the program cluster for which they apply.
- 2) Recipient organizations should provide impact statements to ECA every 90 days and on an ad hoc basis about the teachers and alumni programs, including their participation

in school and community activities as well as their achievements during and after the program.

M. Sub-awards to Host Universities

Under two of the program components (Distinguished Fulbright Awards in Teaching in Cluster A, and the Professional Development Program for International Teachers in Cluster B), selection of appropriate U.S. host universities is essential to the success of program implementation. Proposals should describe strategies for recruiting universities to serve as hosts, and reviewing and evaluating performance of host universities. Proposals should outline how officials at appropriate universities will become aware of the opportunity to apply to host the international teachers, and draft solicitation letters for the host campus competition should be cleared with the Bureau before being sent. An outside, independent selection panel should be convened to evaluate and recommend the proposals for final approval by the Bureau. Applicant organizations must ensure that the program has access to an appropriate and diverse combination of universities with strong schools of education that have partnerships with local schools. Proposals should explain how cost-effective arrangements can be made with these universities based on non-credit enrollment, tuition waivers, and/or other methods that provide payments to the institutions according to formulas that can be protected from unanticipated and un-budgeted increases in tuition rates.

Each host university should coordinate for its cohort an orientation session that includes information on the academic program, cross-cultural adaptation, the university, the community, and surrounding areas. Host universities should facilitate for international participants home hospitality visits with U.S. host families or individuals.

The programs of international participants should also include significant involvement with U.S. schools in classroom settings for teaching on their own or team-teaching with American teachers in order to gain first-hand experience with student-centered and communicative teaching approaches. U.S. schools should submit statements of interest to host the international teachers; these statements should include a commitment to provide a mentor and/or partner teacher. Partner teachers should have a minimum of five years of experience. The host university should provide an orientation for their faculty, the U.S. host school administrators, teachers, mentors, and others in the community, as well as selection guidelines for mentors/partners, workshop coordinators, and host schools, as appropriate. This orientation should also provide cross-cultural training for U.S. partner teachers at the internship sites prior to the participants' arrivals to ensure that the teachers and their schools are prepared to work with a diverse group of teachers from countries with different cultural and religious backgrounds.

Proposals should also outline plans for integrating university- and school-based education with enhancement activities in the local school and community. The academic content and professional development provided by the host universities should build on the Teacher Exchange Program's goal of developing long-lasting partnerships and mutual understanding among American and international teachers and their students through

meetings of faculty, boards of education, parent-teacher associations, and city councils as well as community-based volunteer organizations.

II. PROGRAM SPECIFIC GUIDELINES

A. Responsibilities for the administration of specific Teacher Exchange Program Components:

1. Fulbright Classroom Teacher Exchange Program (Cluster A)

In the Fulbright Classroom Teacher Exchange Program, a teacher from the U.S. and a teacher from a participating foreign country exchange teaching positions and professional duties for a semester or a year. One of the program's primary goals is for teachers to internationalize their classrooms upon returning from their exchange.

The Branch anticipates, subject to change, the participation of the following countries in approximately 48 direct exchanges involving a total of 48 U.S. and 48 international teachers. Exchanges in India should take place in the fall 2012 semester; all other exchanges should take place for the 2012-13 academic year (in the United Kingdom, exchanges may last for either a semester or the academic year), with the subject fields indicated below. Countries and participant numbers may change, depending on Bureau priorities:

- Czech Republic (English as a second language, history, math, or physical education)
- France (U.S. teachers of French to teach English language and American literature and civilization in France, French teachers of English to teach French in the U.S.);
- Hungary (English as a second language, history, math, or art);
- India (English, math, or science);
- Mexico (U.S. teachers of Spanish or English as a second language to teach English in Mexico; Mexican teachers of English as a foreign language to teach Spanish in the U.S.);
- Switzerland (U.S. teachers of/ proficient in German, French, or Italian to teach English, English as a second language, history or physical education in Switzerland; Swiss teachers to teach foreign languages, English as a second language, history or physical education in the U.S.);
- United Kingdom (any subject area from elementary through high school level, in a limited number of fields to be specified in consultation with the program office).

U.S. teacher applications for the 2012-2013 academic year will be received by October 15, 2011, by the cooperative organization currently administering the program. International applications will be recruited and provided by Fulbright Commissions, Public Affairs Sections of U.S. Embassies, or other international partner organizations.

Most U.S. teachers and many international teachers receive leave with pay from their home school during their semester or year-long program. Applicants should budget for teachers from the Czech Republic, Hungary, India, and Mexico to receive a maintenance allowance of approximately \$17,000 per semester to cover living expenses in the U.S.

during the academic year, as well as an allowance of \$1,000 per semester per dependent who resides with them for at least 80% of the duration of their grant. All U.S. teachers going to Europe should receive a maintenance allowance of approximately \$4,000 per semester to compensate for the decreased value of the U.S. dollar there, as well as a dependent allowance of approximately \$1,000 per semester per dependent. U.S. teachers to India should receive approximately \$4,000 per semester and approximately \$2,000 per dependent. U.S. teachers to Mexico should receive approximately \$3,000 per semester and approximately \$500 per dependent per semester.

Proposal narratives should describe strategies for administering this program, including the following activities, in addition to those described under "Statement of Work":

Peer Review

a) Outline a strategy for independent, peer review committees to interview by phone or, where possible, meet with eligible applicants to assess their appropriateness and adaptability. As part of this process, U.S. language teachers' foreign language proficiency should also be evaluated.

Matching

b) Send dossiers of recommended U.S. teachers to institutional partners abroad and match, in consultation with the overseas partner, teachers and positions with the international teachers and positions recommended by overseas partner organizations.

Assignments

c) Explain proposed assignments to candidates and their administrators at the host schools in the U.S.; counterpart organizations will conduct this activity overseas, strictly adhering to the deadline by which the teachers and schools must accept or decline the proposed exchange.

Fulbright Nomination Forms

d) Prepare nomination memoranda for the J. William Fulbright Foreign Scholarship Board (FSB), U.S. Embassies, and Fulbright Commissions, summarizing the competition and indicating the top-ranked nominees. Competition summaries should include a report on the applicant pool, the number and quality of applications, and the distribution of applications by geographic region and field of instruction.

Spring Preparatory Meetings

e) Conduct preparatory workshops in Washington, D.C., and one other location in the U.S. to prepare U.S. teachers and their administrators for the exchange. Workshops should provide U.S. participants with detailed information about living and teaching in the foreign school system to which the U.S. participant has been assigned. Host school representatives should receive detailed information about requirements of hosting an international teacher and strategies for developing a support network for the guest teachers. Reimburse costs for travel and lodging for the U.S. Fulbright teacher and for a school representative who will be mentoring each incoming international teacher. (Applicant organizations should instruct host schools to name a mentor teacher to work

with the international Fulbright exchange teacher.) Meetings may also serve as a venue to bring together Fulbright Teacher Exchange alumni for an alumni gathering and to serve as resources for the outbound U.S. teachers as well as the U.S. school representatives.

Mentor Teacher Training

f) Develop a strategy to effectively train and orient U.S. mentor teachers to support the arriving international teacher. This strategy might include online resources or webinars.

Orientation Workshops

g) Conduct a four-day orientation in early August 2012 in Washington, D.C. for all U.S. and international teachers participating in direct year-long and semester exchanges. This orientation should cover information about the foreign and U.S. educational systems, teaching one's native language as a foreign language abroad, classroom management, cross-cultural issues, etc.

Fall Workshops

h) Conduct three-day in-service workshops in two locations in October 2012 to assist international teachers in adjusting to their living and teaching environments and to enable them to understand the U.S. educational system better. Proposals should outline topics to be addressed by U.S. experts at the workshops including, for example, issues such as multiculturalism in U.S. schools, classroom management and discipline, grading and assessment, parental involvement, and other policy topics of current interest in the U.S. educational community. Workshops should also provide an opportunity for international teachers to visit and observe classes in public schools.

Conference Opportunities

i) Provide opportunities and funding for U.S. and international teachers to submit professional development proposals to attend conferences.

Mentor Honoraria

j) Mentor teachers will help each international teacher with cultural adjustment issues and orientation to the host school, as well as curriculum planning. Pay honoraria to mentors at the U.S. host school in the amount of approximately \$1,000 per semester.

Social Security Numbers

k) Assist teachers in obtaining Social Security numbers to facilitate their integration into U.S. society, i.e., for banking and obtaining a driver's license, etc.

Responsibilities in Case of Termination

l) When necessary, prepare appropriate documentation for the Fulbright Scholarship Board requesting termination or revocation of a teacher grant. Board policies may be found at <http://exchanges.state.gov/education/fulbright/ffsb/policies/2006/>.

Host School Support of Fulbright Teachers

m) Applicant organizations should ensure that host schools include international teachers in any orientations for new teachers sponsored by the host schools and/or districts, and

that the host schools provide opportunities for the teachers to participate in district-sponsored in-service training. Proposals should also explain other ways applicant organizations intend to ensure that the U.S. host schools are actively supportive of the Fulbright teachers in order to increase the benefits of each exchange to the school and the host community as well as the teacher.

2. Distinguished Fulbright Awards in Teaching (Cluster A)

The Distinguished Fulbright Teachers will conduct research, take courses for professional development, and lead master classes or seminars for teachers and students in the countries of exchange. International teachers will participate in a semester program in the U.S.; U.S. teachers' programs will range from three to six months.

The Bureau currently anticipates the inclusion of the following countries and numbers of participants in FY 2012 for the Distinguished Fulbright Awards in Teaching program, although countries and participant numbers are subject to change, depending on Bureau priorities:

Twenty (20) international teachers to the United States and twenty (20) U.S. teachers abroad: to/from countries that may include: Argentina, Finland, India, Israel, Mexico, Morocco, Singapore, South Africa, and the United Kingdom.

The program will be coordinated with Fulbright Commissions and Public Affairs Sections of U.S. Embassies in the participating countries.

Proposal narratives should describe strategies for administering this program including:

- a) Work with individual U.S. teachers and their school administrators on matters related to permission to take leave or paid or unpaid sabbaticals.
- b) In consultation with the Bureau, arrange for an independent advisory committee to be convened in Washington, D.C., to recommend institutions that should be invited to apply to host international applicants and to review U.S. university proposals to host international applicants if needed, as well as a separate independent advisory committee to review international and U.S. teacher applications.
- c) Provide, in coordination with ECA, dossiers of U.S. finalists to partner organizations overseas for placement of U.S. teachers in appropriate schools near universities or other research centers to facilitate research or study about areas of interest.
- d) Coordinate the placement of the approximately twenty international participants at a U.S. school of education competitively selected to host the group as described under Section J of the Statement of Work.
- e) Prepare nomination memoranda for the J. William Fulbright Foreign Scholarship Board (FSB), U.S. Embassies, and Fulbright commissions, summarizing the competition

and highlighting top-ranked nominees. Competition summaries should include a report on the applicant pool, number and quality of applications, and distribution of applications by geographic region and field of instruction.

f) Conduct a two-three day substantive orientation meeting for U.S. and international participants to help them to prepare for their programs, to refine their individual program objectives, and to discuss living and working in the U.S. or host country.

g) Pay honoraria to U.S. university or school mentors of the Distinguished Awards participants.

h) Provide opportunities for international teachers to submit professional development proposals to attend conferences.

3. Professional Development Program for International Teachers (Cluster B)

The Professional Development Program in the U.S. for International Educators will bring international secondary school teachers to one of five U.S. universities for a semester or to one of ten universities for six weeks to develop their teaching skills, to increase their subject-matter expertise, and to pursue coursework and practical teaching experiences in American high schools.

The Bureau anticipates inclusion of the following world regions and of approximately 75 semester-long participants in FY 2012:

- East Asia and Pacific: 17 participants
- South and Central Asia: 12 participants
- Middle East and North Africa: 16 participants
- Sub-Saharan Africa: 18 participants
- Western Hemisphere: 12 participants

Under the six-week professional development program option, groups of educators will participate in one of ten programs in FY 2012. Programs will be held at five universities in the spring of 2013 and five different universities in the fall of 2013. The international educators will participate in seminars, share pedagogical practices, and engage in classroom teaching, observation, and curriculum development in the fields of English, English as a Foreign Language, math, science, social studies and civics. Additionally, approximately 18-20 pre-service teachers of English from Turkey will participate in a single-country cohort at an eleventh U.S. host university in summer 2012.

The Bureau anticipates the inclusion of countries in the following world regions and of approximately 230 six-week participants in FY 2012, subject to change:

- East Asia and Pacific: 40 participants

- Sub-Saharan Africa: 30 participants
- Europe and Eurasia: 40 participants
- Turkey: 18-20 participants
- Middle East and North Africa: 20 participants
- South and Central Asia: 40 participants
- Western Hemisphere: 40 participants

Proposal narratives should describe strategies for administering this project within the framework of the following requirements:

- a) As outlined under Section J of the Statement of Work, administer a sub grant competition in which U.S. university schools of education submit proposals to serve as host universities for the international educators in appropriate fields of study.
 - 1) Place participants in semester-long or six-week programs at universities based on their subject expertise and level of English proficiency.
 - 2) Arrange relevant courses for semester participants to audit, reflecting their individual goals and interests, including courses in their subjects of specialization and interest, curriculum development, instructional technology, and teaching methodology.
 - 3) Develop highly tailored group seminars at the university focusing on student-centered teaching strategies and educational leadership for participants' home environments; include exposure to different teaching methodologies and approaches to curriculum development.
 - 4) Arrange for semester participants' involvement in a 90-hour internship experience in local secondary schools with U.S. mentor or partner teachers in the same field of specialization. School internships for the six-week educators should be 40 hours in length.
 - 5) Include tailored technology and word processing training based on pre-program needs assessments, and provide a laptop computer to each semester participant.
- b) Develop an application form and provide application information and deadlines for the U.S. Embassy or Fulbright Commission in coordination with the Bureau.
- c) Consult with international partner organizations to distribute applications, recruit candidates, and interview and select participants for the program. Partner organizations include Fulbright Commissions, Regional English Language Officers (RELOs) and Public Affairs Sections based in U.S. Embassies abroad. Posts and Commissions should review and rank the applicants, interview the top candidates, and forward the highest-rated applications to the grantee organization.
- d) Coordinate TOEFL testing of applicants with Posts and Commissions, budgeting funds to support applicant travel for TOEFL testing and interviews, as well as vouchers for the TOEFL tests.

e) Arrange for independent panel meetings to be convened in Washington, D.C., to review international candidate applications and provide lists of recommended candidates to the Bureau for approval.

f) Provide on-going English language training for participants with low TOEFL scores throughout the program.

g) Conduct separate end-of-program workshops for the semester participants and for each of the two seasonal six-week cohort groups to reflect on the knowledge gained during the program, create action plans to implement what they have learned in their home classrooms, and prepare for re-entry to their home countries.

4. Professional Development Program for U.S. Teachers (Cluster B)

The proposal should support approximately 50 U.S. teachers traveling in a group to one of 5 or 6 participating countries in spring (two weeks) or summer (three weeks) 2013 for a study visit.

a) Participating countries may include Brazil, Ghana, India, Indonesia, Morocco, and Ukraine. Countries are subject to change, depending on Bureau priorities.

b) The cooperating agency should hire a local consultant in each host country to help develop, coordinate, and monitor the program in that country on behalf of the grantee organization.

c) Work with the Teacher Exchange Branch (ECA/A/S/X), posts and commissions, and the host-country consultant to develop professional development programs for U.S. teachers in the participating countries. The U.S. teachers' programs abroad should include school visits, collaboration with partner teachers in teaching or team-teaching at the partner teachers' schools, learning from master teachers about teaching styles, curriculum, and educational issues in the host country, making presentations on U.S. culture and teaching methodology to host country teachers, and meeting with representatives of the Fulbright Commissions, Public Affairs Sections and Regional English Language Officers as appropriate. The U.S. teachers should also interact with international teachers through home hospitality visits where feasible, and through meetings with government officials, the press, and parents' groups. A primary goal of the program is for U.S. teachers to internationalize their classrooms upon their return.

d) Recruit candidates and convene selection panels to select participants for the program. Forward slates of applicants to ECA for approval.

e) Provide an orientation program, including cross-cultural training, for the U.S. teachers prior to their departure to ensure that they will be prepared to work and interact in their host country, and that they are familiar with the program's goals and policies. Some of the information may be conveyed via an online course prior to the orientation program.

f) Monitor participant and international consultant performance.

g) Organize a 2-3 day end-of-program workshop in Washington, D.C., in the summer where teachers may discuss and reflect on their experiences abroad and create specific action plans including curricula, lesson plans, and school activities to be implemented after they return to their home schools and communities.

5. Educational Seminars (Cluster C)

In the Educational Seminar with Argentina, Brazil, Uruguay, and the U.S. international teachers and administrators participate in a three-week exchange program to share best practices, to engage in professional development, and to develop collaborative projects.

The Branch anticipates the participation of the following countries in exchanges involving a total of 45 international and 24 U.S. teachers and administrators. Countries and participant numbers may change, depending on Bureau priorities:

- Argentina: (12 Argentine administrators travel to the U.S. for three weeks; 12 U.S. administrators travel to Argentina in July 2013 for three weeks);
- Brazil: (27 Brazilian principals travel to the U.S. for three weeks; 6 U.S. administrators travel to Brazil in August 2013 for three weeks);
- Uruguay: (6 Uruguayan teachers travel to the U.S. for three weeks, 6 U.S. teachers travel to Uruguay in July 2013 for three weeks);

Proposal narratives should describe strategies for administering this program, including the following activities, in addition to those described under "Statement of Work":

- a) Applications from U.S. teachers and administrators for seminars taking place during the 2012-2013 academic year will be received in January and March 2012 by the cooperating agency currently administering the program and will be placed by the organization awarded this grant.
- b) The international educators from Argentina, Brazil, and Uruguay come to Washington for a two to three-day orientation in October, 2012. The orientation includes an overview of the U.S. education system and current educational topics, and cross-cultural preparation. The orientation will join administrators and teachers in presentations where possible and will offer separate sessions when necessary. Educational experts present on special topics of interest to international educators such as improving English language learning, differentiated instruction methods and educational inclusion, raising standards in poor communities, reducing student drop-out rates, and adding global knowledge and understanding in schools in the U.S. and abroad.
- c) The cooperating partner should arrange translation services for international participants. Simultaneous interpretation will be needed for Washington, D.C. programming for participants from Argentina, Brazil, and Uruguay. In addition, Brazilian participants will need interpretation and translation (of both conversations/discussions

and documents) throughout their entire U.S. program. U.S. partner teachers and administrators should be required to provide interpretation and translation for Argentine and Uruguayan participants.

d) U.S. partners also attend the Washington, D.C. orientation and participate in the sessions. The orientation also serves as their preparation for their reciprocal exchanges abroad in summer 2013.

e) Each international educator travels to his or her U.S. educator partner's community/school district for two weeks of significant experience in U.S. schools and classrooms to gain experience with student-centered and differentiated learning, to team-teach or shadow administrators, and to participate in educational events in the host school and community in order to build lasting ties between the teachers, administrators and students in the U.S. and abroad. Participants also present on their culture and educational system to diverse audiences.

f) Following travel to the host community, the international educators then reconvene for a two-day program de-briefing and leadership seminar in Washington, D.C.

g) The exchange for U.S. educators takes place the following summer in their partner's school and community to complete the reciprocal portion of the seminar and to deepen the educational connections established the previous fall. Fulbright Commissions and U.S. Embassies abroad are responsible for developing the program content for the U.S. educational seminar programs abroad with input from the Bureau and the cooperating agency which receives this grant. Additional pre-departure orientation sessions for these participants are recommended via webinar.

June 2012 Seminars for U.S. Teachers:

-- Greece Classics Seminar: 6 teachers of the Classics and related fields are selected for a six-week seminar from June through July 2012. The seminar is a careful study of material remains and literary sources of ancient Greece.

-- Italy Classics Seminar: 10 teachers of the Classics and related fields are selected for an eight-week seminar from June to August 2012. The seminar focuses on reclamation archaeology in Rome and Cumae as it relates to the study of the Classics.

-- India Summer Program: 12 U.S. teachers are selected for a four-week seminar in India from July to August 2012. U.S. teachers co-teach with Indian teachers and share perspectives on content and methodology. U.S. teachers share information about U.S. education and culture with Indian students.

Proposal narratives should describe strategies for administering this program, including the following activities, in addition to those described under "Statement of Work":

a) U.S. teachers selected for the summer seminar for India should take part in a two-day orientation in Washington, D.C. U.S. teachers selected for the Italy and Greece Classics Seminars, participants should participate in a webinar or online orientation and then take

part in a Washington, D.C. de-briefing after their exchanges. The orientations will include information about sponsored travel, housing, insurance and local partner organizations. De-briefings will capture lessons learned and follow-on activities. Fulbright Commissions and U.S. Embassies will conduct in-country orientations at the beginning of the summer seminars.

6. Intensive Summer Language Institutes (Cluster C)

The Intensive Summer Language Institutes will provide opportunities for approximately 20 U.S. teachers of Chinese and Arabic to attend classes and seminars in China and Egypt in summer 2012 to enhance their language skills, increase their cultural understanding of their host country, and learn new teaching strategies.

Proposal narratives should describe the specific responsibilities for administration of the Intensive Summer Language Institutes and include, but are not limited to, the following:

- a) Develop a plan for program outreach and recruitment within the K-12 and community college education communities in the U.S. and distribute applications to schools. Develop a plan to administer the review of applications, organize a selection panel consisting of qualified, independent reviewers to review applications in collaboration with the Bureau, and provide lists of recommended candidates for approval.
- b) Place U.S. teachers at appropriate institutes for the summer 2012 session with classroom language instruction for the U.S. participants for approximately 20 hours per week. Provide all accommodations (housing and meals) for participants.
- c) Provide international travel arrangements to and from the overseas institute locations, as well as domestic travel arrangements as needed. Assist participants in securing appropriate visas.
- d) Consult with ECA on a plan for notifications to the Congress about participants and the distribution of a press release.
- e) Develop and disseminate information packets for participants with detailed information concerning terms and conditions of awards, housing, recommended packing list, personal budget considerations, and other critical issues at least five weeks before the pre-departure orientation.
- f) Outline plans for a substantive, in-person, pre-departure orientation in the U.S. at the beginning of the program. Topics may include cross-cultural sensitivity awareness, an introduction to the curriculum for each institute, team-building, discussions of the goals and objectives of the program, and other relevant issues regarding program guidelines and expectations.
- g) Conduct an orientation upon participants' arrival at the host institution.

- h) Ensure that overseas language instructors have substantive experience or training in teaching foreign languages to U.S. audiences. Inform host institutions and staffs overseas of the goals and anticipated outcomes of the program and provide intercultural training as needed.
- i) Equip each institute with an on-site resident director to monitor the academic progress, represent the cooperating agency at the host institute, and provide overall support to participants.
- j) Develop a plan to provide U.S. participants with peer tutors for individual consultations.
- k) Integrate cultural excursions and cultural enrichment activities to enhance language learning and to supplement the participants' understanding of the host country.
- l) Identify in-country elementary and secondary schools that may host participants for site visits, or arrange meetings with local teachers. Develop a plan to include short home hospitality stays for U.S. participants.
- m) Disburse maintenance allowances, allowances to purchase materials for use in the participants' home classrooms, and shipping allowances.
- n) Arrange for participants to receive graduate academic credit from a U.S. institution for completing the institutes.
- o) Monitor and evaluate host institute performance overseas.

7. Teachers of Critical Languages Program (Cluster C)

Under the Teachers of Critical Languages Program, international teachers come to the U.S. to teach critical languages at elementary and secondary schools for an academic year.

We anticipate inclusion of the following countries and the participation of approximately 26 teachers.

- China - 16 participants
- Egypt – 10 participants

Proposal narratives should describe the specific responsibilities for administration of the TCLP and include, but are not limited to, the following:

- a) Develop a plan to publicize the program within the K-12 education community in the U.S. and distribute applications to schools to host teachers. Develop a plan to administer the review of applications, and organize a selection panel consisting of qualified,

independent reviewers to select host schools in collaboration with the Bureau. (Specific responsibilities of host schools are outlined below.)

b) Identify an organization in China and draft a sub grant in the amount of approximately \$45,000, as part of the overall funding request for this program not to exceed \$1,680,000, for costs associated with administering a competition, conducting a technical review of applications, organizing a selection panel, and leading a pre-departure orientation in China.

c) Identify an organization in Egypt and draft a sub grant in the amount of approximately \$45,000, as part of the overall funding request for this program not to exceed \$1,680,000, for costs associated with administering a competition, conducting a technical review of applications, organizing a selection panel, and leading a pre-departure orientation in Egypt.

d) Prepare and administer independent panel meetings in Washington, D.C. to review approximately 90 language teacher applications and provide lists of recommended candidates to the Bureau for approval.

e) Place international teachers at selected U.S. schools for a full academic year to teach their respective native languages and to serve as cultural resources for their host schools.

f) Provide teachers with a maintenance allowance each month, in the total amount of approximately \$30,000, to cover living expenses in the U.S. during the academic year.

g) Prepare Congressional notification letters on U.S. schools selected to host a teacher in consultation with ECA/A/S/X.

h) Assist teachers in obtaining Social Security numbers to facilitate their integration into U.S. society, i.e., for banking and obtaining a driver's license, etc.

i) The proposal should also provide detailed information on the following responsibilities of host schools:

- Participants will teach foreign language classes, develop curricula, and serve as cultural resources in their schools and communities.

- They will also participate in cultural enhancement activities that support the Bureau's goal of developing mutual understanding and long and lasting partnerships among the international and American teachers and their students through exposure to meetings of faculty, boards of education, parent-teacher organizations, and city or town councils.

- Host schools will be responsible for assigning mentor teachers to help each international teacher with cultural adjustment issues and orientation to the host school, as well as curriculum planning. Mentor teachers should receive a stipend of approximately \$1,000 per semester.

- Applicant organizations should ensure that host schools include international teachers in any orientations for new teachers sponsored by the host schools and/or districts, and that the host schools provide opportunities for the teachers to participate in district-

sponsored in-service training.

- Host schools, mentor teachers and administrators should include international teachers in faculty meetings and provide opportunities for classroom observation and team teaching.

j) The proposal should outline plans for a U.S. orientation, according to the following criteria:

- Upon the teachers' anticipated arrival in the U.S. in July 2012, applicant organizations should conduct a two-week orientation that includes seminars focusing on student-centered education, curriculum development, and U.S. teaching methodologies.

- Making the transition from teaching English as a Foreign Language in the home country to teaching a foreign language in the U.S. should be a major focus of this orientation.

- The international teachers should have the opportunity to consult with U.S. teachers of the languages they will be teaching and should gain an understanding of current foreign language teaching practices in U.S. schools.

- Participants should receive training in English for specific purposes during this orientation in order to become familiar with English language terms related to U.S. teaching and education.

k) The proposal should outline plans for an orientation for host schools, mentor teachers and administrators, according to the following criteria:

- Applicant organizations should coordinate a day-long orientation for the host schools' mentor teachers and administrators to enable them to prepare for the guest teachers and share strategies for incorporating them effectively in their schools and districts.

- The program should focus on the Bureau's program goals and objectives, cross-cultural understanding, techniques for communicating, and ways to include the international teachers in their school communities as well as providing a broader exposure to the U.S. educational system.

- The host school orientation should be scheduled during the international teachers' orientation to enable them to focus on the specific teaching needs of their school districts in a timely manner.

l) Applicant organizations should include a three-day professional development workshop in October or November, where international teachers will come together to develop lesson plans and foreign language curricula for their host schools, as well as share experiences they will have had in the U.S. to date.

m) The proposal should outline plans for a Washington, D.C. end-of-program workshop, according to the following criteria:

- Applicant organizations should include a three day end-of-program workshop in Washington, D.C. where participants will share what they have observed and learned through presentations to ECA and one another.

- This workshop should include opportunities for participants to share their U.S. experiences and their plans for continuing to build on the professional relationships they will have established with their host schools.

-- The teachers should also participate in professional and cultural debriefings that will include meetings with ECA and language association representatives, as well as cultural activities.

III. PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

NOTE: Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items:

TAB A - Application for Federal Assistance Cover Sheet (SF-424)

TAB B - Executive Summary

In one double-spaced page, provide the following information about the cluster of projects being applied for:

1. Name of organization/participating institutions
2. Beginning and ending dates of the programs
3. Proposed Theme
4. Nature of Activities
5. Funding level requested from the Bureau, total program costs, total cost sharing from applicant and other sources
6. Scope and Goals
 - a. Number and description of participants
 - b. Wider audience benefiting from program (overall impact)
 - c. Geographic diversity of programs, both U.S. and overseas
 - d. Fields covered
 - e. Anticipated results (short and long-term)
7. Evaluation plans

TAB C – Calendar of activities/itinerary
Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of each program cluster for which the applicant is applying, addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations: Identify partner organizations for the programs, their roles, and the applicant organization's reasons for including them.
3. Recruitment, Screening and Selection: Describe how the applicant organization will recruit U.S. teachers and evaluate applicants for U.S. and international teacher programs.
4. Program Activities: Describe in sufficient detail the major components of the services to be provided, including planning, publicity, placement, orientation, pre-academic programs, professional meetings/workshops, cultural program, participant monitoring.
5. Project Management
6. Work Plan/Time Frame: Outline the phases of planning and implementation for the entire grant period.
7. Evaluation plan: Include a plan describing how success in meeting the stated goals of each program will be measured and reported. ECA requests that the proposal include a draft survey questionnaire or outline of other techniques to be used to evaluate the impact of the programs.
8. Follow-on.

TAB D - Budget Submission

1. Budget Information – Non-Construction Programs (SF-424A)
2. Detailed Budget (list allowable costs and any other program specific budget issues.)

Please submit separate program and administrative budgets for each program component for which you are applying. Please submit comprehensive six-column line item budgets for program and administrative costs, the details and format of which are contained in the RFGP and the PSI. In addition, applicants must submit a comprehensive budget narrative demonstrating how costs were derived. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with funding availability and the needs of the program.

As with other exchange programs, the Bureau is committed to containment of costs consistent with overall program objectives and sound management. The total administrative costs funded by the Bureau must be reasonable and appropriate.

Grant-funded expenditures may include, but are not limited to, the categories below. Organizations are encouraged to note in their program budgets/narratives areas in which economies beyond the Bureau allowable costs can be achieved.

Allowable Costs:

a) Allowable administrative costs include items such as:

- Staff salaries and benefits
- Staff travel and per diem
- Rent and facilities
- Furniture and equipment
- Meetings and conferences
- Communication costs
- Network charges
- Administration of tax withholding and reporting as required by Federal, state and local authorities and in accordance with relevant tax treaties
- Indirect costs
- A-133 Audit costs

b) Allowable program costs to be funded by the Cooperative Agreement include items such as:

- Publicity, orientation materials, pre-departure orientation, orientation and related expenses
- Tax withholding and tax filing preparation as necessary
- Medical review of health forms
- Costs for peer review/selection/interview committees
- SEVIS compliance
- Visa fees
- Standardized test fees for international teacher candidates; please give estimates by test
- Website/on-line applications/database management
- Per diem, travel for participants as needed
- Pre-academic training costs: program, per diem and travel for participants
- Professional meeting costs: program, per diem and travel for participants
- Tuition and fees and other university costs, as applicable
- Maintenance allowances for teachers. Allowances should be sufficient to enable participants to meet the costs of lodging, food, clothing and incidental purchases throughout the period of the grant in the location where the participants will be residing.
- Maintenance allowances for dependents, if applicable
- Educational materials including books or computer allowance
- Teacher support costs: fingerprinting, certification, training, medical expenses, housing, transportation, dependents, and substitute costs
- Funding for mentors and faculty advisors
- International travel conforming to the Fly America Act

Please note the following guidelines:

1. Supply a detailed plan, justification, and costs for essential domestic and international travel for cooperating agency staff.
2. Provide a list of staff to administer the FY 2012 Teacher Exchange Program(s), including the amounts of time, salary and benefits attributable to each program.
3. Delineate other direct costs, e.g., postage, telephone, reproduction, etc.
4. Provide a detailed explanation of administrative overhead (what elements of the budget it is based upon and how it is calculated).

TAB E

Resumes

Resumes of all program staff should be included in the submission.

No resume should exceed two pages.

Instead of Letters of Endorsement, ECA will use past performance as an indicator of an applicant's ability to successfully perform the work. Tab E of the proposal must contain between three and five references who may be called upon to discuss recently completed or ongoing work performed for professional exchange programs.

At a minimum, the applicant must provide the following information for each reference:

- Name of the reference organization
- Project name
- Project description
- Performance period of the contract/grant
- Amount of the contract/grant
- Technical contact person and telephone number for the referenced organization
- Administrative contact person and telephone number for the referenced organization

ECA may contact representatives from the organizations cited in the examples to obtain information on the applicant's past performance. ECA may also obtain past performance information from sources other than those identified by the applicant.

TAB F

1. SF-424B, "Assurances - Nonconstruction Programs".
2. First time applicant organizations and organizations which have not received an assistance award (grant or Cooperative Agreement) from the Bureau during the

past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements. Note: The Bureau retains the right to ask for additional documentation of those items included on this form.

3. Please note: Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.

Those who do not file IRS Form 990 must submit information above in the format of their choice.

As part of final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

4. Include other attachments, if applicable, i.e. the SF-LLL form, etc.

IV. REVIEW PROCESS

Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards (grants or Cooperative Agreements) resides with the Bureau's Grants Officer. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

Review criteria are listed in the RFGP.

V. APPLICATION SUBMISSION

The RFGP indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program please contact Michael Kuban, Senior Program Officer, Teacher Exchange Branch, Office of Global Educational Programs, phone: (202) 632-6346; fax: (202) 632-9479; e-mail: Kubanmm@state.gov.